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ABSTRACT

The premature closing of the Intermountain Intertribal School (IIS), a majority of whose students were referred because they were particularly difficult to serve and required special attention, represents a significant risk factor for the academic development of the students concerned. Of the 331 freshmen, sophomores, and juniors enrolled, adequate data were available for 246 (74.3%). academic delay, substance abuse, social-emotional problems, school history, school behavior, and arrests. A student-by-student risk analysis indicates that 52.3% of the student population is at high risk, and 91.6% is at either high, or moderate, risk. Most of these students are at high-risk in more than one critical risk category. Detailed weightings for critical risk factors are described in an attachment. These data and the delay in transferring critical IIS programs to other schools indicate that the decision to close the school will not serve the best interest of the target students, their families, and the tribes they represent. (SKW)

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ED296862

Students at Risk:
Forecasting the Socio-Educational Effects on Students Displaced by the Closure of Intermountain Intertribal School

April 20, 1984

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RC 016691

Preface

This study was done for and in behalf of the students at Intermountain Intertribal Indian School. During three decades of work with, and interest in, America's Indian citizenry, I have become increasingly concerned about the growing at-risk circumstances of these people. Hopefully, the day will not be long in coming when social programs for Native Americans will be effective in reversing the prevailing at-risk trends. It is to this end that this study was conducted.

Acknowledgments

I would like to express appreciation to the Intermountain Intertribal School Board for their concern and interest in the needs of the students who will be displaced by the closure of IIS. This study was completed at their request.

My thanks go to the students of IIS who volunteered personal information in order that this study might be done, and to the staff who contributed greatly to the development of the rating scale and the collection of the data. I especially want to thank Dr. Carolyn Barcus, Director of Indian Health Services at IIS, for her insight and her tireless dedication to the completion of this study.

Several consultants gave of their time and expertise in the development of the rating scale:

Dr. Curt Canning, IIS Consulting Psychiatrist

Dr. Joie Smith, social worker in private practice and past consultant to IIS

Margene V. Tower, Billings Area Mental Health Consultant for Indian Health Services

Dr. Reed S. Morrill, psychologist in private practice and currently directing the IIS Intervention Dormitory

Students at Risk:
Forecasting the Socio-Educational Effects on Students Displaced
by the Closure of Intermountain Intertribal School

The announced closure of the Intermountain Intertribal School (IIS), to be effective at the end of FY 84, has caused considerable concern among the Board of Education and the professional staff of the School relative to the future academic and social welfare of those students effected by the closure. Despite assurances by officials of the Bureau of Indian Affairs (BIA), and by members of the Utah Congressional delegation, that all of the students presently enrolled at the school would receive adequate educational and social services "close to home, either on the reservation or in off-reservation boarding schools," there is little to suggest that such high expectations will soon be realized. One must remember that (1) 52% of the present student enrollment at IIS is composed of students who were referred to the School because there are no adequate programs "closer to home" to serve them, and (2) to date, any and all efforts to transfer the programs of IIS to other off-reservation boarding schools (ORBS) have been of little or no effect. In fact, Indian Health Services (IHS), one of the the major service providers on campus, and a major force in the development of exemplary programs for at-risk students--including the development of the mental health and alcohol and drug abuse programs at IIS, has been informed that these programs will not be transferred to the ORBS that will be enrolling the students addressing this study.

In an attempt to portray the probable magnitude of risk to students, precipitated by the closure of IIS, a student-by-student risk analysis was computed.[1]

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[1]Given the short amount of time available to conduct the study, it was necessary to proceed with the analysis from a logical rather than an empirical base. Nevertheless, since all weightings of risk were applied uniformly to all students, the procedure is highly defensible and yields a risk profile for each student which is adequate for the purposes of this study.

To assess the at-risk status of each student, six critical risk factors were identified, as follows:

Academic Delay

Substance Abuse

Social-Emotional Problems

School History

School Behavior

Arrests

Historically, students (irrespective of socio-economic status or ethnicity) who have problems in any of these areas are more likely to be difficult for a school to serve; hence, increased socio-educational risk (e.g., more likely to drop out of school, become unemployed, be unsuccessful in marriage and at parenting). The six critical risk factors are defined and weighted as follows:

Critical Risk Factors		Weight Values
Academic Delay (in reading ability)		
Low risk:	No delay to less than 1 year delayed	0
Mod. risk:	1 to 4.9 years delayed	5 to 15 points
High risk:	5 or more years delayed	20 points
Substance Abuse		
Low risk:		Less than 6.82 points*
Mod. risk:		6.82 to 41.2 points*
High risk:		More than 41.2 points*

*As determined by the standard deviations

Critical Risk Factors (continued)	Weighted Values
Socio-Emotional Problems	
Low risk:	Less than 1.28 points*
Mod. risk:	1.28 to 23.5 points*
High risk:	More than 23.5 points*

*As determined by the standard deviations

School History

Low risk:	Age at or younger than reference*
Mod. risk:	Age 1 year older than reference*
High risk:	Age more than 1 year older than reference*

*Reference:

Freshman	14-15 years
Sophomore	15-16 years
Junior	16-17 years
Senior	17-18 years

School Behavior

Low risk:	0 points*
Mod. risk:	Up to 28.13 points*
High risk:	More than 28.13 points*

*As determined by the standard deviations

Arrests

Low risk:	0 points
Mod. risk:	1 or 2 points
High risk:	3 or more points

Attachment A contains a complete description of risk factor subcategories, weightings, means, and standard deviations.

Applying these definitions and weightings to each student at the school, it was possible to achieve both an individual at-risk profile and a

total student body at-risk profile.[2] If a student was one or more standard deviations (SD) below the mean in any risk factor, he/she was judged to be at low risk on that factor. If a student was within one SD above the mean, he/she was judged to be at moderate risk. High risk was applied to any student above one SD of the mean.

Of the 331 freshmen, sophomores, and juniors enrolled at the school at the time of the study (March, 1984), adequate data were available for 246 students (with representation of this magnitude, it is possible to generalize to the entire target population), or 74.3% of the student body. Though Attachment B contains the data and the overall at-risk determination for each student, the overall student body at-risk profile is as follows:

At high risk	52.6%
At moderate risk	39.0%
At low risk	8.4%

It is not surprising to note that 52% of the student population is comprised of students who were sent to the school because they were particularly difficult to serve, and required special attention, and that 52.3% of the population, as determined from this analysis, are at high risk. It is alarming, however, to note that 91.6% of the entire target population is at either high or moderate risk. Such an alarming statistic should be a matter of grave concern to those who are making school closure decisions.

Shown in Table 1 are the at-risk profiles by each of the critical risk factors. The data clearly show that for 52.3% of the students to be at high risk, the majority of those students must be at high risk in more than one critical risk category. This cumulative effect means that at least 174 of the target students presently enrolled at the Intermountain Intertribal

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[2]Analysis of the data was accomplished using the SPSS computer program.

School are beset with a combination of problems which include academic delays, substance abuse, social/emotional problems, trouble with the law, and so on. These are fragile lives.

Table 1

At-Risk Profiles by Risk Factor

Critical Risk Factors	Number of Students	% of Student Body
Academic Delay		
High At-Risk Students	49	15%
Moderate At-Risk Students	123	37%
		52%
Alcohol and Drug		
High At-Risk Students	39	12%
Moderate At-Risk Students	97	29%
		41%
Social/Emotional		
High At-Risk Students	47	14%
Moderate At-Risk Students	206	62%
		76%
Remaining Risk Factor Tallies:		
School History		
High At-Risk Students	46	14%
Moderate At-Risk Students	67	20%
		34%
School Behavior		
High At-Risk Students	57	17%
Moderate At-Risk Students	157	47%
		64%
Arrests		
High At-Risk Students	75	23%
Moderate At-Risk Students	44	13%
		36%

Typical of at-risk students is their difficulty dealing with uncertainty and an unpredictable environment, and their difficulty properly adapting to a new and unfamiliar environment. The closure of Intermountain Intertribal School will undoubtedly thrust at-risk students into such a milieu; a circumstance that portends an uncertain future for them at best.

The data relative to the socio-educational status of the target students and the status to date of the transfer of critical IIS programs to other ORBS, where it is claimed that said programs will be ready and waiting to serve the students at the opening of the FY 85 school year, one is hard pressed to draw any conclusion other than that the decision to close Intermountain Intertribal School, as announced, is premature and will very probably work contrary to the best interests of the target students, their families, and the tribes that they represent.

Attachment A

Weightings for Critical Risk Factors

INTERMOUNTAIN INTERTRIBAL SCHOOL
RISK FACTORS AFFECTING STUDENT PLACEMENT
SY 84-85

Parameters of the Problem:

I. School History

3 grades below level	20 pts.
2 grades below level	10
1 grade below level	5
No Failure	0

Reference:
Freshman, 14-15 years
Sophomore, 15-16 years
Junior, 16-17 years
Senior, 17-18 years

II. Academically Delayed

5.1 or more grades delayed	20 pts.
4.1 - 5 grades	15
3.1 - 4 grades delayed	10
2 - 3 grades delayed	5

From scores on CAT given October, 1983

III. Current School Behavior (reflecting behavioral patterns seriously in need of remedial intervention)

A. Grades (First Semester)

5 F's or Grade Point Below 1.0	20 pts.
4 F's or Grade Point 1.0 -1.5	15
3 F's or Grade Point 1.6-1.75	10
2 F's or Grade Point 1.76-1.90	5

F's used as main indicator of rating factor.
If no F's, grade point was used as indicator.

B. Truancies

71 and above	20 pts.
35-70	15
15-34	5

*C. Demerits

175 and above	20
125-174	15
75-124	10
50-74	5

D. AWOL Demerits

51 and over	20
21-50	15
Up to 20	10

E. Intervention Program 20

*Demerit points correspond to the school's system of assessing demerits for the number of hours of AWOL. Demerits may reflect oppositionality (inability to deal with authority in constructive ways).

School Standards for AWOL Demerits:

AWOL overnight from last check-in time until 6:00 a.m. (up to 8 hrs)	10 demerits
AWOL for over 8 hours, but less than 24 hours	15
AWOL for each 24-hour period and any portion of additional 24 hours	25

IV. Alcohol and Drugs

A. Magnitude	Violent	25 pts.
	Unconscious	20
	Stoned	15
	High	10
	Feeling Good/Causal	5
B. Frequency	12 or more Incidents	25
	9-11 Incidents	20
	6-8 Incidents	15
	3-5 Incidents	10
	Under 5 Incidents	5
C. Antabuse		20
D. Treatment History Pre-Intermountain	Serious Current Concern (4 or more Incidents)	20
	Moderate Current Concern (2 or 3 Incidents)	15
	No Current Incidents	10
E. Treatment History At Intermountain	Restrictive Programs	
	Dorm 63	20
	Treatment Team Restriction Programs	15
	AA	
	Regular AA	20
	Orientation AA	10
	Therapy (Mental Health)	
	20 or more sessions	20
	15-19 sessions	15
	10-14 sessions	10
	5-9 sessions	5
	Counseling (Care Center	
	20 or more sessions	20
	15-19 sessions	15
	10-14 sessions	10
	5-9 sessions	5
F. Released from Intermountain School with recommendation for Treatment Placement		50

V. Social/Emotional

A. Suicide Attempts

1. Student Attempts	4 attempts	35 pts.
	3 attempts	20
	2 attempts	15
	1 attempt	10

2. Suicide in family in past 2 years: Same rating as above.

B. Family Support

Disenfranchised	20
Foster Care	
Non-Family	15
Other Family Members	10
Both Parents Unstable	10
Single Parent	
Unstable	10
Stable	5
Step-Parent	
Unstable	10
Stable	5
Abused	10

C. Mental Health Diagnosis

1.	Schizophrenic Disorders	
	Schizophrenia	25 pts.
	Schizophreniform	20 (Less than 6 mo. illness)
	Brief Psychotic Reaction	10 (includes toxic reaction)
	Schizoid Disorder of Adolescence	10
2.	Anxiety Disorder	15
	Phobic	
	Panic Attacks	
	Obsessive-Compulsive	
	Generalized Anxiety	
3.	Personality Disorders	15
	Borderline Personality	
	Narcissistic	
	Histrionic	
	Antisocial	
4.	Affective Disorders	
	Manic Dperession	20
	Major Depression	20
	Dysthymic	15
5.	Conduct Disorder	
	Aggressive/Undersocialized	20
	Socialized	15
	Non-Aggressive/Undersocialized	15
	Socialized	10
6.	Substance Abuse Disorders	10
7.	Attention Deficit Disorder	15
	With Hyperactivity	20
8.	Avoidant Disorder of Adolescence	15
9.	Eating Disorder	15
10.	Identity Disorder	15
11.	Adjustment Disorders	10
12.	V Code Diagnoses	
	Academic Problems	5
	Phase of Life Problems	5
	Uncomplicated Bereavement	5
13.	Enuretic	5
14.	Other Mental Health Diagnoses	Rated according to interference with functioning

VI. Court Involvement

Points assessed per offense according to the following scale:

0 Point Offenses

Truancy
Curfew
AWOL
Runaway
Driving Without License

1 Point Offenses

Possession
Fighting
Open Container
Drinking
Sniffing
Concealed Weapon

2 Point Offenses

Disorderly Conduct
Public Intoxication
DWI
Resisting Arrest
Malicious Mischief
Joy Riding
Trespassing
Shoplifting
Theft (including auto)
Breaking and Entering

3 Point Offenses

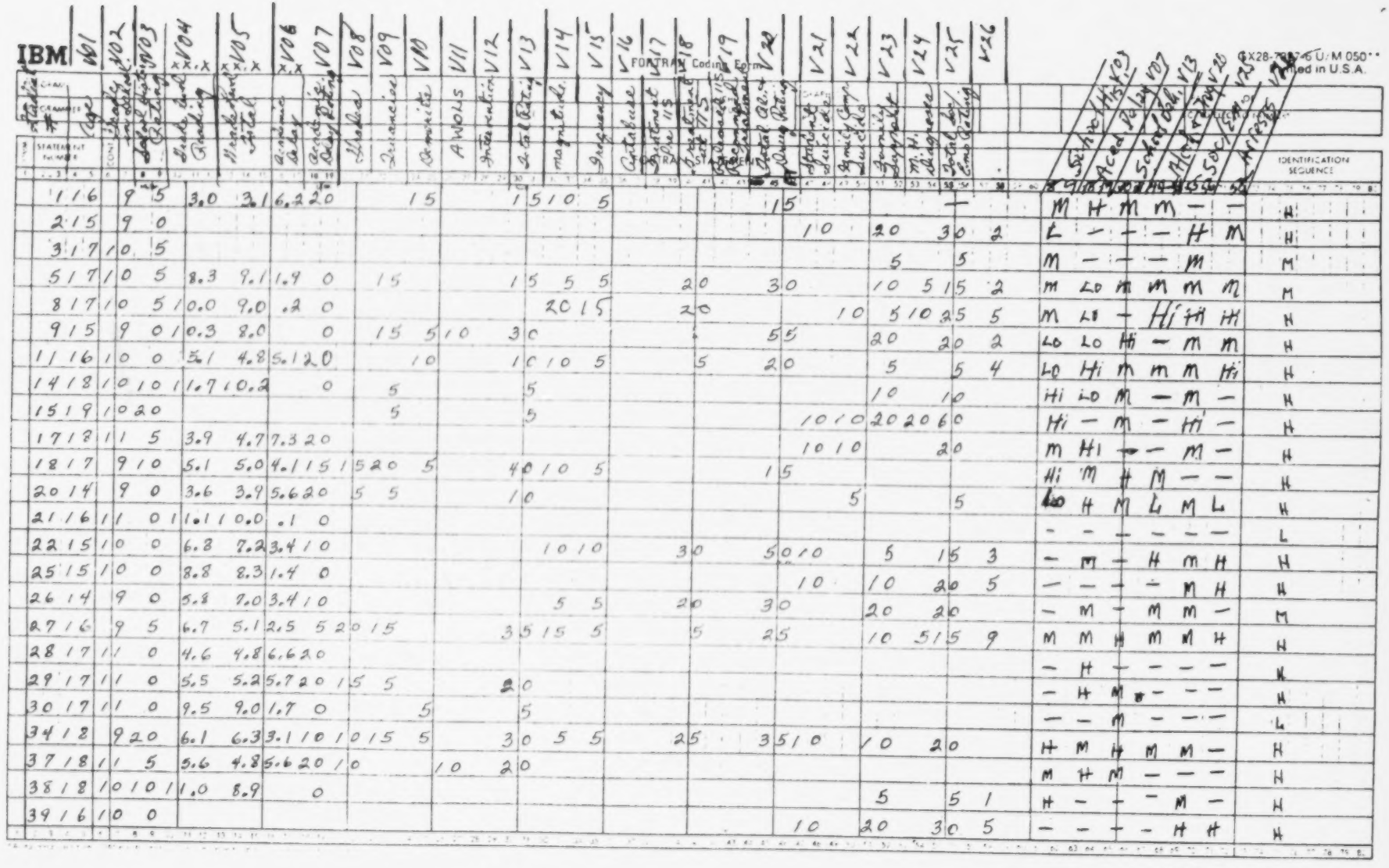
Assault
Assault with a Deadly Weapon
Attempted Robbery

RISK FACTORS AFFECTING STUDENT PLACEMENT

VARIABLE		CASES	MEAN	STD DEV
V01	Age	246	16.3537	1.3190
V02	Grade	246	10.2520	0.8485
V03	School History Rating	246	2.1748	4.1460
V04	Grade Level Reading	246	7.7252	2.4399
V05	Grade Level Total	246	7.6427	2.2239
V06	Academic Delay	246	2.8583	2.0359
V07	Acad. Delay Rating	246	7.9268	7.5303
V08	Grades	246	4.0854	6.8866
V09	Truancies	246	4.7967	5.9727
V10	Demerits	246	2.5813	4.8806
V11	AWOL's	246	1.3041	4.1862
V12	Intervention	246	0.8130	3.9567
V13	Total Rating	246	12.6423	15.4962
V14	Magnitude	246	4.5528	6.1282
V15	Frequency	246	3.2520	4.4714
V16	Antabuse	246	0.1626	1.7997
V17	Trtmt Pre IIS	246	0.2642	2.1264
V18	Trtmt at IIS	246	8.2114	12.0903
V19	Released IIS Rec Treat.	246	0.8130	6.3366
V20	TTL AL & Drug Rating	246	17.2358	24.0595
V21	Stud. Suicide	246	3.0790	5.1046
V22	Fam. Comp. Suicide	246	0.1423	1.1429
V23	Family Support	246	7.0935	5.4010
V24	MH Diagnosis	246	2.9065	5.8193
V25	Ttl Soc/Emo. Rating	246	12.3984	11.1273
V26	Arrests	246	1.0691	1.7909

Attachment B

Student Body Student At-Risk Profiles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1 8 1 2 0	1	1 2 0 1 0.0 1 0.0 1.2 0 5 5	H — — — M — H
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1 8 6 1 8	1	1 0 1 2.7 1 0.0 0 1 0 5 5 2 0 1 0 1 0	— — H M M — H
1 8 7 1 8	1	1 0 1 1.3 1 1.0 0 1 0 5 1 5 3 0 1 0 1 0 2 5 4 5 1 0 1 0	— — H H M — H
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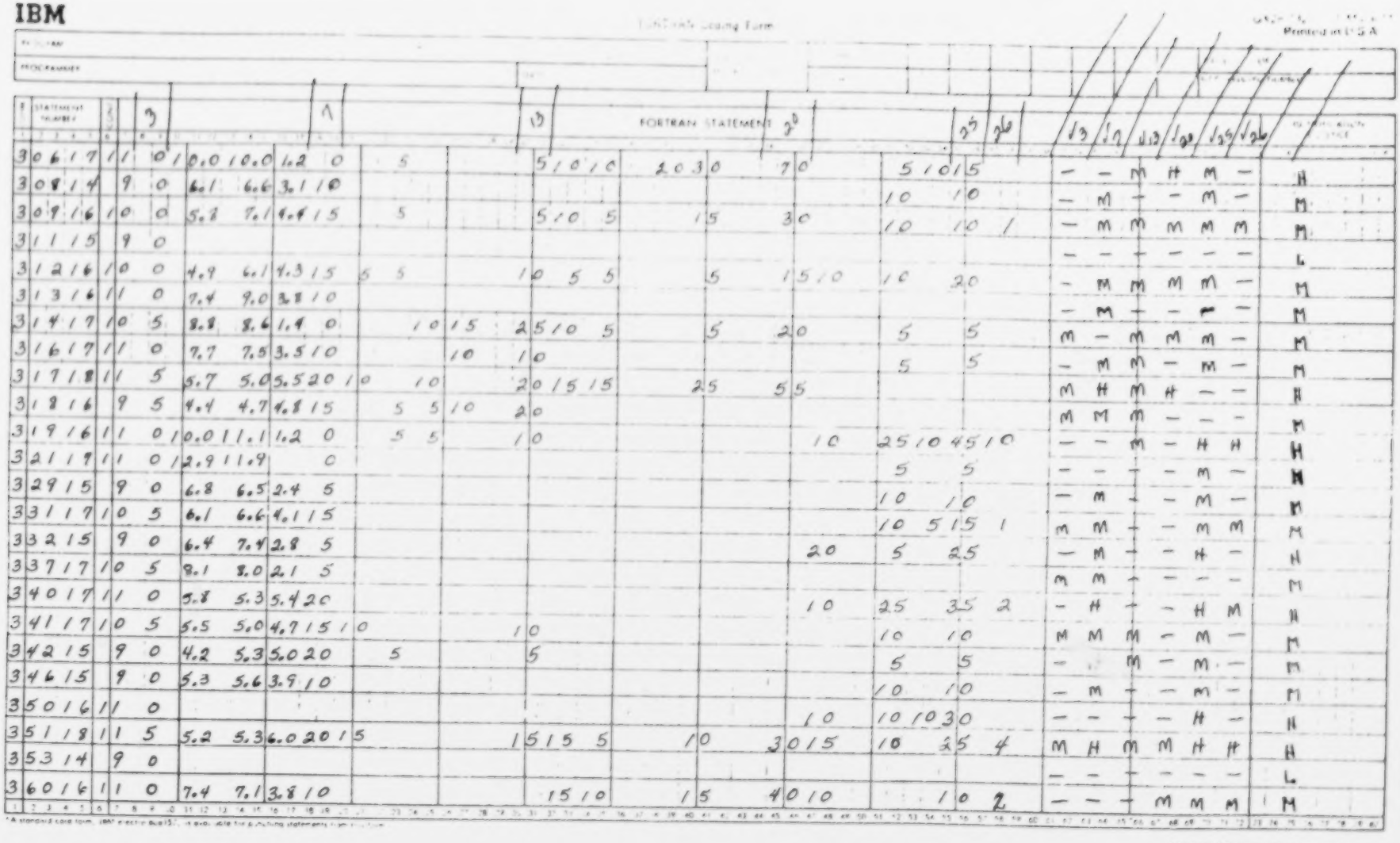
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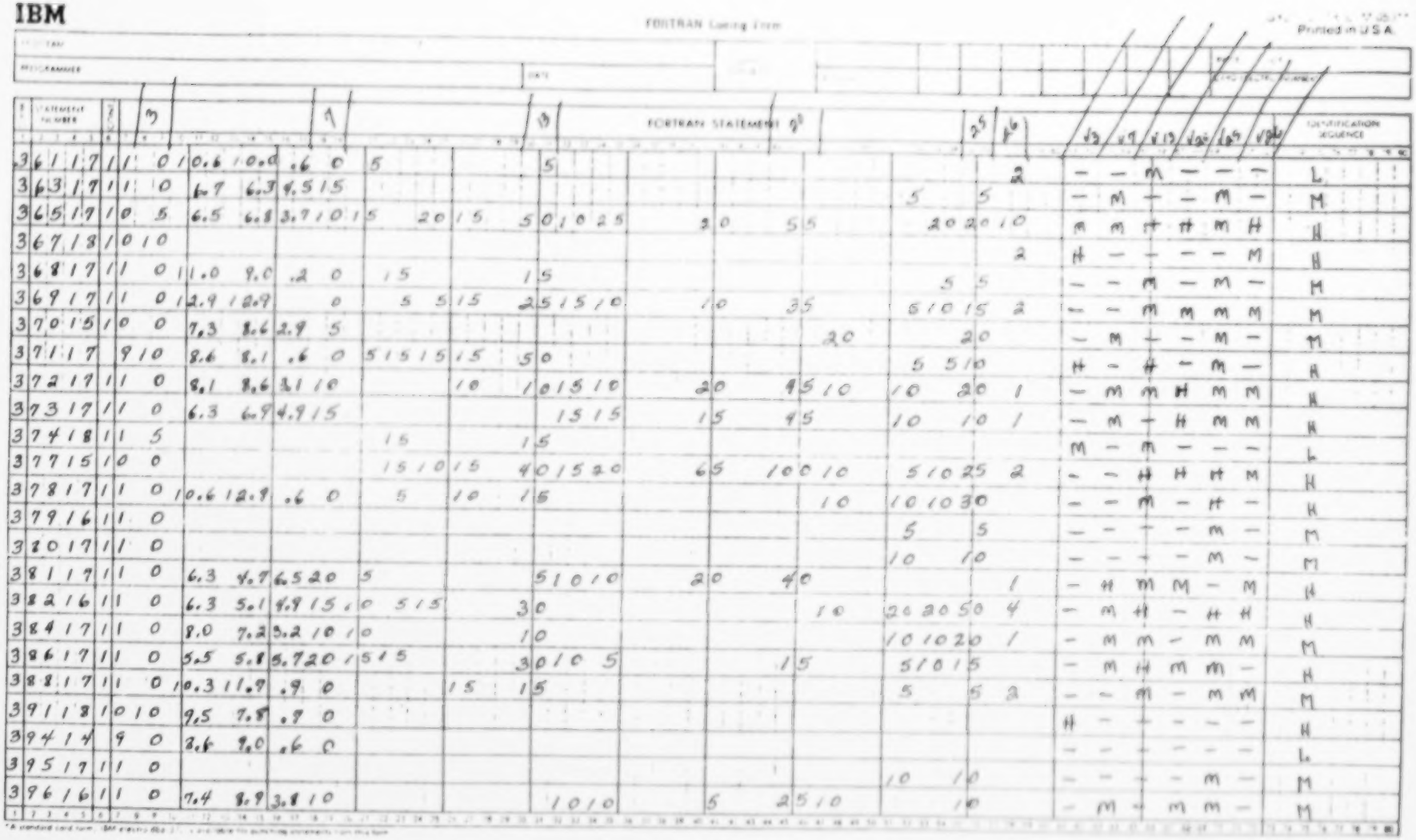
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